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ABSTRACT

This paper describes the programs at the University of Kansas (UK) School of Education to encourage diversity. The TRIO programs, which include a regular Upward Bound program, an Upward Bound Math and Science Center, an Educational Talent Search, and a McNair Scholars Program, report to the associate dean for teacher education and play a key role in the School of Education's mission. Other programs include the Kansas Governor's Academy, a month-long summer institute targeted at Kansas high school rising juniors who have been identified as at-risk by their districts; the Gateway Center, a project designed to serve as a model for restructuring the State's early childhood education licensure policies (it lost its federal funding during its second year of operation); and the National Youth Sports Program, a project to provide summer "day camps" for students from communities with large numbers of low income children. A conclusion discusses how structural and policy changes at the state and university levels are also affecting these diversity efforts. (Contains a chart of equity programs at UK School of Education and eight references.) (JB)

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Encouraging Diversity in an Era of Rescission

A paper presented at the annual conference of the
American Association of Colleges for Teacher Education

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Encouraging Diversity in an Era of Rescission

In times of budgetary constraints and diminishing resources, it is abundantly clear that education is facing a formidable challenge with regard to diversity. Opponents of multicultural perspectives are exercising new-found political muscle. We suggest that it would be a grave mistake to leave the commitment to diversity to the mercy of politicians and budget officers. This paper highlights the University of Kansas School of Education's programmatic efforts to promote equal opportunity. It does not address the activities of individual faculty members to encourage diversity, the efforts toward curriculum change that the School has made to enhance opportunity, or the agenda of the Committee for the Recruitment and Retention of Ethnic Minorities—the established diversity task force within the School. The organizational chart for the School's Assembly of Equity Programs can be found at the end of this paper.

Diversity must be on education's front burner. It must be encouraged in schools, colleges, and departments of education as well as throughout the larger university. And, school districts of all sizes must assume their responsibilities to provide equal opportunity for all. The Stanton County school district in Johnson, Kansas, with an enrollment of barely 500, is an example of a small district that has dealt with diversity and instituted a program to benefit both its majority and minority students (Leiker, 1994).

Restructuring and Diversity

The advent of the next millennium presents schools, colleges, and departments of education (SCDEs) with many challenges. Jordan Irvine (1992) suggests that the "typical" student—one that is highly motivated, achievement-oriented, white, middle-class, from a two-parent family is becoming extinct in most school systems. Traditional pedagogical approaches need a major overhaul to provide for the new student body.

There is a danger that SCDEs that are restructuring may not pay attention to diversity. However, the issue of increasing diversity of America's school children must be incorporated in the debate of restructuring (Brown, 1992). The activities and issues that govern the behavior of teachers and professors must not be on the periphery. Some teacher education programs do a good job of providing teachers with the tools they need to teach all children. However, much more needs to be done in this critical area. Brown (1992) speaks of the importance of teachers provided with the necessary training to sufficiently understand the ethnic and racial relations of our society. This may include understanding of the economy, political structure, and social norms.

Further Brown (1992) suggests that the restructuring must provide teachers with avenues that will provide them with instructional strategies to allow them to reach all students. Opportunities must be made available to teachers and professors to hone their cross-cultural communication skills. Restructured schools and colleges must provide conditions whereby faculty will commit themselves to provide service under the most difficult conditions. The basis for this is the belief that the best applications of faculty capabilities can be realized in challenging situations (Brown, 1992).

Teacher education must avoid the appearance of operating in a vacuum. Jordan Irvine (1992) insists that teacher education must be culturally responsive. SCDEs must become models and reservoirs of cultural diversity for the teachers and the students. Minority students need role models and connectedness. They need to relate to someone who may have had an experience of similar cultural exposure. Minority teachers are excellent role models for both minority and majority students. Minority faculty members in SCDEs have a bearing on attracting minority students. The presence of minority faculty leads minority students to conclude that SCDEs are interested and committed to equity issues (Irvine, 1992).

The Role of Trio Programs in the Mission of Teacher Education

The nation has committed itself to providing educational opportunity for all Americans regardless of race, ethnic background, or economic circumstance. In support of this commitment, Congress established a series of programs to help low-income Americans enter college and graduate. These programs are funded under Title IV of the Higher Education Act of 1965 and referred to as the TRIO programs (NCEOA, 1995). Initially there were three programs, Upward Bound, Student Support Services, and Talent Search; thus, the name TRIO. However, two more programs, Educational Opportunity Centers and Ronald E. McNair Post Baccalaureate Achievement Program were funded at a later date (NCEOA, 1995).

A brief description of the programs follows:

- Upward Bound helps young people and adults prepare for higher education. Participants receive instruction in literature, composition, foreign languages, mathematics, and science on college campuses after school, on Saturdays, and during the summer. Currently, 579 programs are in operation throughout the United States.

- Student Support Services helps students to stay in college until they earn their baccalaureate degree. Participants, who include disabled college students, receive tutoring, counseling, and instruction. Students are now being served at over 700 colleges and universities nationwide.

- Talent Search programs serve young people in grades six through twelve. In addition to counseling, participants receive information about college admissions requirements, scholarships, and various student financial aid programs. This early intervention program helps young people to better understand their educational opportunities and options. Over 310,000 Americans are enrolled in 312 Talent Search TRIO programs.

- Educational Opportunity Centers, located throughout the country, primarily serve displaced or under-employed workers. These Centers help people to choose a college and a suitable financial aid program. There are over 70 Educational Opportunity Centers in the United States.

- Ronald E. McNair Post-Baccalaureate Achievement programs encourage low-income and minority undergraduates to consider careers in college teaching as well as prepare for doctoral study. Named in honor of the astronaut who died in the 1986 space-shuttle explosion, students who participate in this program are provided with research opportunities and faculty mentors. There are currently 98 McNair programs nationwide.

The University of Kansas School of Education TRIO Programs

The School of Education, which traditionally has not been well endowed with state funds, has for years demonstrated its commitment to equal opportunity through a series of externally funded projects. Among these are four TRIO programs: a regular Upward Bound program, an Upward Bound Math & Science Center, Educational Talent Search, and the McNair Scholars Program. These programs report to the associate dean for teacher education. (A fifth program—Student Support Services—reports to the dean of the College of Liberal Arts and Sciences.) The arrangement in the School has put the programs in a position to canvass resources from all departments. The programs play a key role in the mission of the School of Education with regard to diversity.

Upward Bound Program The University of Kansas School of Education was awarded its first Upward Bound grant in 1983. The program serves 65 students yearly from public schools in Lawrence, Topeka, and Kansas City, Kansas. It is the only precollegiate academic preparation program for low income, potential first generation college students that provides academic-year tutoring and instruction, and a summer component on the campus of the University of Kansas. The program has over 95 percent college placement of the seniors served.

Often times, students who want to succeed are held back by social peer pressures, which suggest intensive learning and studious endeavors are somehow incongruous to popularity, and therefore, "uncool." Strong academic performance is anathema to large numbers of students in the culture and environment of our target schools; a school can be viewed as a cultural system which has a specific set of values and shared meanings (Bullivant, as described in Banks, 1995). So, the School of Education decided that students in the Upward Bound Program needed a change in scenery. It became clear to the program that a positive environment in which students were expected to gain social prestige by performing well was in order. To achieve this, we incorporated this year a new component, the Campus Experience Institute.

The Campus Experience Institute is held in the School of Education on two Saturdays each month. Participants follow a college preparatory curriculum during the Campus Experience Institute. This experience provides an environment in which success is present and attainable. The program strives to expose students to a culture that values self-respect and belief in the dictum that all students can learn, given resources and the right conditions.

Instruction and mentoring activities during the Campus Experience Institute are provided by the faculty and the fifth-year students in the teacher education program. Faculty and teacher education students have the golden opportunity to teach and interact with at-risk, low income, first generation college students on and off campus. Our "future" teachers are getting a valuable learning experience and a head start. They are quickly discovering the need to be flexible in their pedagogical approach. Upward Bound students are benefiting from the School of Education resources. Already we have seen an increase in the attendance rate in the academic-year component from an average of 83% in 1994-95 to 95% in 1995-96. It is too early to tell, but we anticipate seeing an increase in student success in the classroom. This area merits further inquiry.

The number of minority students in teacher education programs in the School of Education reflects the national picture; there are few. The hope here is that the experience between School of Education professors and high school Upward Bound students may translate into the possibility of these students majoring in education. It is essential that high ability minority students are recruited into the field of education. We believe that the experiences that the students receive in the Campus Experience Institute will be reinforced and strengthened in the six-week on-campus summer institute.

Upward Bound Math & Science Center The Math and Science Center, as the name suggests, has as its major focus math and science. It provides many of the same activities as the regular Upward Bound program. It targets 40 low income, potential first generation college students from Eudora, Lawrence,

Topeka, and Kansas City, Kansas. This is the only intensive precollegiate math and science academic program available to students in the area. It also has a Campus Experience Institute component. The Math and Science Center project is a new addition to the School of Education. It was funded October 1, 1995.

Educational Talent Search The School of Education has sponsored a Talent Search project, funded by the U. S. Department of Education, since 1988. The program serves students from the sixth through the twelfth grade and adult clients up to 27 years of age. Talent Search works closely with Unified School District (USD) 500 in Kansas City, Kansas and USD 497 in Lawrence. The program provides tutoring to middle school and high school students and adults. We work closely with the district to provide tutoring to students attending summer school. The purpose of the Talent Search program is to assist students with college potential who may not, for financial or academic reasons, be able to realize their educational or vocational goals.

Since the inception of the Talent Search Program in September 1988, over 9,000 clients have been served in Wyandotte County. The project targets eight middle schools, five high schools, two alternative high schools, and the community where school-age dropouts and unemployed young adults reside. In this current grant cycle, we have extended our services to include sixth grade students who reside in the Lawrence community. The project targets three elementary schools in this area where 90% of the students qualify for free and reduced lunch. Talent Search serves approximately 1,100 eligible participants annually.

One of the activities of the Talent Search program is the Career Horizons Project, designed to assist sixth grade students in becoming aware of career opportunities and to develop their study skills. Talent Search brings 25 sixth graders to campus for one week during the summer. Students get to work with professors and college students who serve as their mentors. The mentoring is provided during the Career Horizons Project and on an individual basis during the academic year.

Educational Talent Search is now in its third funding cycle. The project experienced unexpected difficulties in 1994, at the time when it submitted its third proposal. At the conclusion of the proposal review process, the University received word that its project had been defunded. The School had submitted an excellent proposal and believed that it exceeded all U. S. Department of Education guidelines for funding. The School of Education, the University of Kansas, the Kansas City, Kansas school district, and the communities served by the Talent Search program concluded that gross injustice was perpetrated against low income and potential first generation college students.

The University decided that an appeal to re-read the proposal was warranted and petitioned the U. S. Department of Education. School of Education officials appealed to the Assistant Secretary for Postsecondary Education. The proposal was re-read by a different panel of readers, scored extremely high and funding was restored. The defunding of ETS tested the commitment of the School of Education towards equal educational opportunity for all. The need to provide academic enrichment programs to low income and potential first generation college students in USD 500 and USD 497 played a major role in the decision of the School of Education not to accept the original verdict rendered by the U. S. Department of Education. The USED action served as a wake-up call that, in an era of rescission, diversity will suffer irreparable damages unless alternative funding sources for programs which encourage diversity can be identified on our campuses. Diversity must and should remain a cornerstone of the educational experience.

McNair Scholars Program Established in October 1992, the University of Kansas Ronald E. McNair Post-Baccalaureate Achievement Program (known at the University of Kansas as the McNair Scholars Program) prepares low-income, first-generation college students, and students from groups currently underrepresented in graduate education (particularly African Americans, Hispanics, and American Indians/Native Alaskans), for doctoral study and actively encourages these students to pursue careers in college teaching and research upon completion of the doctoral degree. The KU McNair Scholars Program supports the National Education Goals through its commitment to increase the number of United States undergraduate and graduate students, especially minorities, who complete advanced degrees in numerous disciplines, including the fields of mathematics and science.

Given its mission and objectives, the KU McNair program tends to accept students who plan to pursue post-baccalaureate study fairly soon after graduation and work on doctorates with very few, if any, interruptions. Therefore, almost without exception, McNair programs nationwide avoid admitting students who are in pre-medicine, pre-law and other pre-professional tracts and who, in most cases, do not intend to pursue doctorates and university teaching careers. The University of Kansas McNair Program is somewhat unique because it does admit a fairly large number of education majors. It is our contention that, although these students are committed to a primary or secondary teaching career upon graduation, graduate school and a career in university teaching and/or administration will evolve at some point. Furthermore, because the KU five-year teacher education program provides students with graduate credit in their certification year, it encourages them to pursue post-baccalaureate studies. We believe that our McNair Scholars in the School of Education will (1) utilize a successful career in primary or secondary education to equip themselves with the skills necessary to achieve comparable success as they enter the professoriate and ultimately become teacher educators, and (2) by doing so—given the characteristics of the

McNair population—enhance the diversity of teacher education programs nationwide.

The McNair Scholars Program targets 15 sophomores from the University of Kansas (Lawrence campus) and 5 students from Haskell Indian Nations University (also located in Lawrence) who intend to transfer to the University of Kansas upon completion of their sophomore year. Once admitted to the program, these 20 Scholars are provided with academic and other forms of assistance during their junior and senior years, in preparation for graduate school and eventual doctoral study. Two-thirds of the 20 participating students are low-income individuals who are first-generation college students, and the remaining one-third are from groups that are currently underrepresented in graduate education (African Americans, Hispanics, and American Indians/Native Alaskans). Students are selected from various academic fields, primarily those in the College of Liberal Arts and Sciences and the School of Education. The McNair Scholars Program is a cooperative effort between the University of Kansas and Haskell Indian Nations University. The University of Kansas is administrative authority for the project and primary location for Program activities.

Academic assistance is provided in the form of advising; weekly tutoring (course specific tutoring as well as assistance with writing skills); and workshops, seminars, and symposia. The latter address subjects such as "The Nature and Aims of Graduate Education," "The Principles and Methods of Research," "Balancing Teaching and Research," "Addressing Diversity in the Classroom," "Preparation for the Graduate Record Examinations," "Choosing a Graduate School," "Applying for Admission to Graduate School," "Financial Resources for Graduate Study," "Presenting Scholarly Research," "Scholarly Publication," and "The Academic Job Search." In addition, each McNair Scholar is paired with a graduate faculty member who serves as the student's mentor as well as his/her supervisor for a summer research internship. Research activities are further enhanced through trips to local and regional research centers and visits to the graduate divisions of regional doctoral-granting universities.

With adequate preparation, support, and encouragement, there is an increased probability that these students will successfully complete the baccalaureate degree and be admitted to a high-quality graduate program. If these students ultimately attain the doctorate and join the ranks of college and university teachers, then indeed the benefits to be gained will be gained by all: themselves, their students, their mentors, the universities which will have produced them, future generations of McNair and other scholars who will consider them role models and, finally, a society that is desperately attempting to deal with new social, political, and economic realities.

The America 2000 challenge to the nation insists that "there will be no renaissance without revolution" and that "we must transform America's schools." Although the goals of this ambitious project were articulated in terms of U.S. elementary and secondary schools, the country's colleges and universities, too, will profit from the acceptance of such a challenge to work toward educational excellence. As the current century draws to a close, demographic projections reveal an increasingly diverse nation on the horizon, and institutions of higher education must respond constructively to this inevitable transformation. The establishment of McNair programs nationwide is but one step in the cultivation of America's future educators and leaders. Over the past several years, some gains have been made by members of groups underrepresented in graduate study, but parity has yet to be achieved. It is only through the sustained operation of efforts such as the Ronald E. McNair Post-Baccalaureate Achievement Program that educational opportunity can become a reality in the United States.

The Kansas Governor's Academy

In an effort to meet the needs of at-risk high school students in Kansas, the Governor's office, the State Board of Education, and the University of Kansas implemented the Kansas Governor's Academy (KGA) in June of 1991. The Kansas Governor's Academy is a month-long summer institute targeted at Kansas high school rising juniors who have been identified as at-risk by their districts. Individual school districts select and nominate a team of two students (one male, one female) and a mentor/teacher to attend. KGA then selects teams to participate, based on a perceived benefit. The goal of the program is threefold: (1) to provide assistance to students that will increase the likelihood of their success in academic settings and career endeavors, (2) to gain residual benefits for participating school districts relative to curriculum development and program planning by providing assistance in working with at-risk students, and (3) to continue the development of a state-wide network of educators concerned about, and competent to work with, at-risk adolescents. Over the course of the past five summers, 185 students and 99 mentor/teachers have "graduated" from the KGA.

The student program can best be assessed by looking at two sub-programs: the academic program and the residential program. Academic content is the focus each morning as students attend classes with their mentor/teachers in study strategies, math, science, and English. These courses are taught by KGA instructors. The study strategies help students learn how to learn, while the other three academic areas give the students more "traditional" settings in which they can practice their new-found skills. In the summer of 1995, students learned three strategies developed by the University of Kansas Center for Research on Learning: *SLANT* (a strategy for helping students pay attention in the classroom), *LINCS* (a vocabulary strategy), and the *Test-*

Taking Strategy. These strategies were originally developed for learning-disabled high school kids—they work well with high-risk young people.

The residential program concentrates on building student self-esteem and developing social skills. To attain these goals students participate in numerous activities, which include recreational programs, volunteer community service opportunities in Lawrence, small group discussions, field trips, and general "hangin' out" time.

The bridge which connects the academic world to the residential world for the student is provided by the mentor/teacher. Mentor/teachers attend class with the students in the mornings. The mentor/teachers use the afternoons to attend a graduate-level course in the Strategies Intervention Model (SPED 718: The At-Risk Student in the Regular Classroom). In the evenings, the mentor/teachers participate in one of two activities. Sometimes they reunite with their students to study and have fun together (forced "quality" time). Other evenings the mentor/teachers gather together to share information concerning at-risk programs within their own schools. Mentor/teachers often comment on these opportunities for professional networking as great opportunities for professional growth.

We try to keep track of students' progress through high school. First, we look at graduation rates. Of the 185 students who have finished KGA, 63 students graduated, 15 received GED's, and 62 are still in school. The KGA considers these 140 (75%) students on track. Twenty percent of the students have not received high school diplomas: 29 students dropped out and seven students finished four years of high school but did not accrue enough credits to graduate. Of the remaining 5% of students, the Kansas Governor's Academy is unsure of their fate at the present time. These nine students moved from their KGA schools and, as of yet, we have not found them.

The KGA does not presume to be the sole factor in a student's new-found achievement; many factors contribute to student success or failure in school. However, we do believe that KGA plays at least a small role in helping students be more successful in school and in life. We also believe that without this intervention many others would have dropped out of high school.

Each summer, KGA plays a role in changing the lives of a few kids. However, we recognize that by touching mentor/teachers, KGA has the potential to touch thousands of students. The Kansas Governor's Academy provides a link between the research conducted at the University level and the practitioners whom the research is meant to benefit. Mentor/teachers learn and practice strategies that can immediately be used in their own classrooms. In addition, mentor/teachers have many opportunities over the month to brainstorm, collaborate and problem-solve issues related to teaching high risk

kids. Currently, plans are underway to develop an organization which will foster the networking between these mentor/teachers and others across the state who have a heart for working with the at-risk student.

The KGA staff is composed of the principal investigator, a director, four instructors, six residence hall counselors, and a mentor/teacher coordinator. Staff are selected—hand-picked—because of their demonstrated competence, commitment to equity, interpersonal acuity, ability to work together and energy.

Gateway Center

In May of 1993 the University's Affiliated Program and the School of Education submitted an application to USED under the Training in Early Childhood Education and Violence Counseling Program. The result was a project that was to serve as a model for the restructuring of the State's early childhood education licensure policies so that a birth to age eight license could be established. A cohort of at least forty students were to be selected and prepared. The students were to be low-income, first generation college students; full academic scholarships plus stipends were built into the budget. The project was funded at a projected 4.2 million over the five year period from October, 1993 through September, 1998. First year funding was $500,000.

All students in the project were to sign an agreement that they would accept employment after graduation in high poverty settings that have a disproportionately high enrollment of young children who were members of ethnic minorities. The intent of the project was to prepare professionals who were knowledgeable, experienced, well-trained and enthusiastic teachers and child care workers. These teachers were to become sources of strength, tenacity, and understanding for the children of inner-city neighborhoods and Native American Indian reservations. Their training included an especial component that would help young children who had been traumatized by violence. It was to be a project with no losers.

During the first year of funding space was secured, a curriculum committee began its work, staff was hired, and students were recruited. The management team, comprised of representatives from the various partners in the venture (three community colleges, three high schools, Haskell Indian Nations University), began its work. Progress was slow at first, as the realities of curriculum change began to become evident. The model that was developed to assure that the students received the appropriate advice and nurturing proved particularly successful. About 25 per cent of the project's total number of students were brought onboard. During the first year, most students did well academically.

Second year funding came in a timely fashion, the curriculum committee began to make some progress, and the number of students grew to nearly half of the final target. Gateway was doing what it was to do—provide an opportunity for talented but underserved and underachieving people to prepare to become teachers of a special group of young people.

In the spring of 1995, after the Republican revolution in November of 1994, the Congress began to look at a number of programs that it perceived were logical targets for elimination or reduction. The Federal program under which the Gateway Center was funded was new, funded modestly, had little political constituency, and was highly visible. It was an easy target for the House of Representatives, and the Senate did not advocate on its behalf. Nor did the President. Apparently, little poor kids who are exposed to violence are not very politically sexy. The entire program was rescinded as part of a sixteen-plus billion dollar effort in the summer of 1995. Our third, fourth, and fifth years of funding—three million dollars—was lost.

The activities of the federal government created some interesting situations with which the University had to cope. A number of students had been recruited into the program, and they were enrolled either at the University or in one of the community college-partners. Staff were now in the position of needing to find new funding to at least partially support its students. In November a new proposal was submitted to the USED under the program to encourage minority students to become teachers. At last check, the proposal remains unread in Washington, DC, a victim of the budget crisis—whether it will be read at all remains to be seen. The principal investigators of the Gateway Center project are currently attempting to attract foundation funding to support the students. And, the Chancellor of the University has committed some funds to help with the "draw down". Regardless of the outcome of the current scramble for funds, the total amount of support for students will be reduced.

National Youth Sports Program

The final program to be discussed in this paper is the National Youth Sports Program (NYSP). This program is funded by the United States Department of Housing and Urban Development to the National Collegiate Athletics Association (NCAA). The NCAA then subcontracts to member institutions to provide summer "day camps" for students from communities that have large numbers of low income kids. Responsibility for this program at the University of Kansas resides with the School of Education. The KU program was implemented in the summer of 1992; it has served about 250 children and youth per summer in facilities and playing fields of the University. The program, which had a rough first year, has grown progressively stronger.

The program has resource problems. The core funding for the program is not adequate to provide the staffing and support that the kids deserve. Therefore, the University is left to secure additional funds from the community, associated corporations (such as the Kansas University Athletic Corporation), and offices within the greater University. The project has had effective leadership the last two years as a person has taken leave from her regular University position for two months each year to run it. That person is probably not available this year. During past years the project has relied on the expertise of a School of Education administrator as principal investigator who assumed the responsibility as another project worthy of doing. In the last analysis it has been operationalized on a shoe-string budget and depends upon the good graces of inkind contributions. The University is now attempting to determine if it can continue.

The Future

The constant is change. The other constant is that change must result in doing more and more with less and less. The tone for change is set by a disgruntled (perhaps minority, but voting) citizenry, whose attitudes have shifted public policy dramatically towards the right, and, to some extent in the opinion of that part of them who are social conservatives, towards Heaven. The effects could have been predicted, as those of us who are liberals have grown somewhat arrogant, or we are perceived as so, by the taxpayers. One net result of this contextual change is that we must reexamine what we are doing and how we are doing it. Certainly, that is the case in Kansas where the forces of education, welfare, health care, and other social services are losing ground in the legislature to those interested in building prisons, rather than schools, if we have to build anything. Slowing the growth of the state budget is the passion of many.

At the University level, a new Chancellor began his tenure in June of 1995. An energetic person, he soon began to see the need for the University to reexamine itself, in terms of its service to the state, students, and other constituencies. Is the institution organized in such a way that we can continue to be a first-rate University as we move into the twenty-first century? Is scholarship as important as it should be? Is good teaching a primary activity, as it is so stated in the mission of the institution? The reinventing of the university began at a time when a hiring freeze was implemented, a permanent base budget rescission was announced, and student headcount and credit hour production was down.

The School of Education was affected in two additional ways as the waves of change washed over us: the Kansas State Board of Education was engaging in a long over-due review and change of its entire teacher education and licensure efforts, and the academic affairs vice chancellor announced that the School's organizational structure was to change from its current six

departments—to a maximum of four. The reorganization efforts had especial implications for the School's equity efforts.

The faculty and professional staff of the School have been successful over a relatively long period of time in generating sponsored research and training funds. For example, the funds generated in FY96 were about 166 per cent of the state-provided operating budget. Since the total amount of money from traditional sources that is available is (and will continue to shrink) shrinking, principal investigators and directors need to turn inward for support as well as to attack new funding sources with vigor. To look inward suggests that a heightening sense of collaboration must occur. Projects that have similar agenda must talk to each other. For example, in the School there are three very successful ventures, all of which are concerned with the achievement of disenfranchised young people. They are the assembly of equity programs that has been discussed in this document, the Center for Educational Testing and Evaluation (which develops all of the State's assessment instruments), and the Center for Research on Learning (which specializes in research and training for special educators.) The Center for Economic Education also is concerned about the achievement of low-income kids. These entities under the School's new structure will be in a better position to work together to increase the power of their interventions.

A task force of several of the School's best minds have been working for the past six months on the reorganization. Their recommendations are now in the hands of the Dean, and she is receiving feedback on the proposals. She will announce her decisions late this spring, and implementation will occur during the 1996-1997 academic year.

As teacher educators and equity professionals, we must not loose sight of our responsibilities to young people who were born without the advantages that we have. We must remember that one can only pull one's self up by one's bootstraps if one has boots. We must do our work. We must also do it more creatively. Young people deserve nothing less. Our nation deserves nothing less.

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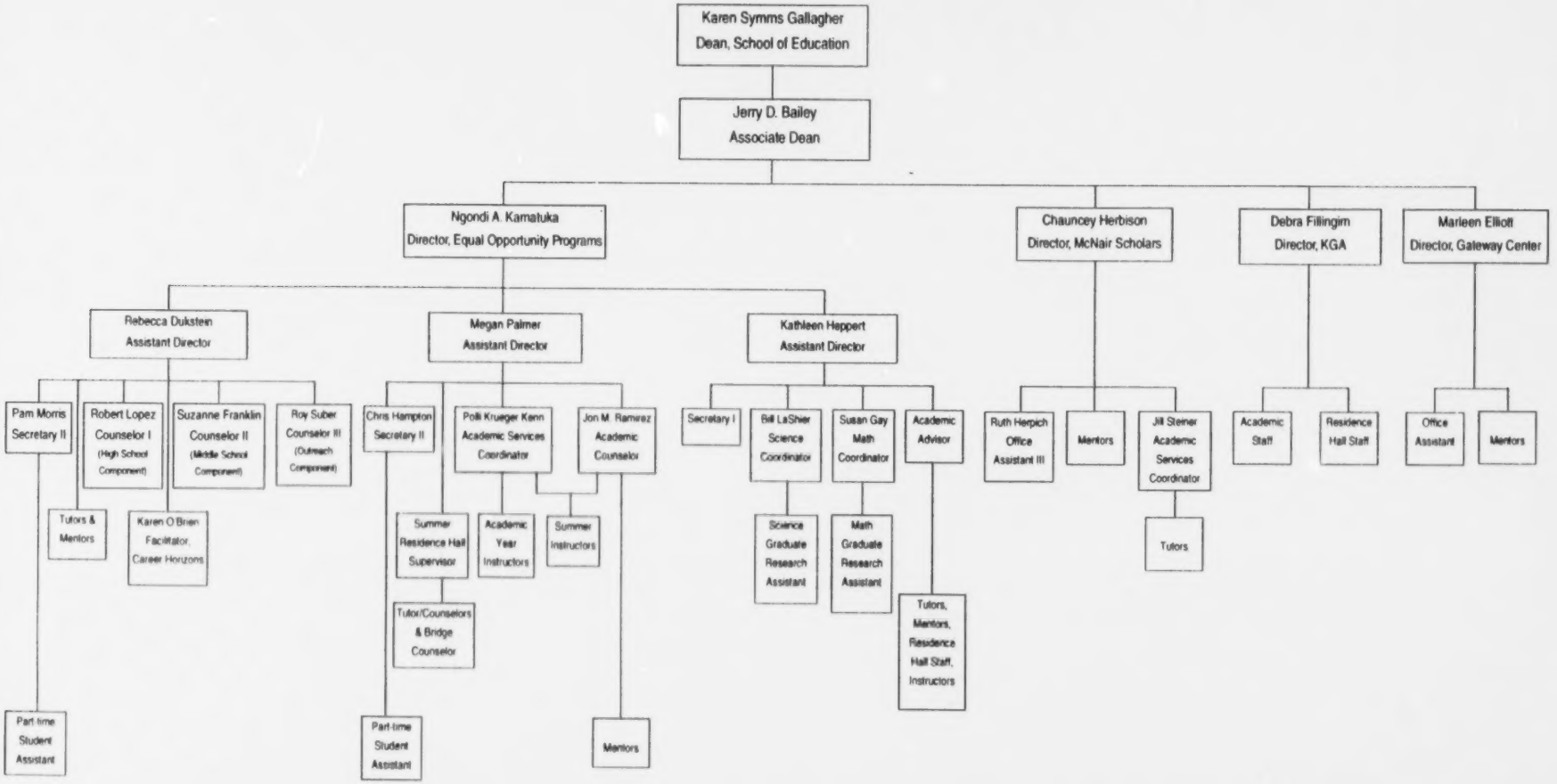
Assembly of Equity Programs

School of Education, University of Kansas

1995-1996



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